A trip to the Ancient Egypt

Teacher’s book

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Laura del Rey Vitó
UAB TED Masters Degree
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Our most sincere thanks to our tutor, Mercè Bernaus, and mentor, Salvador Orquin, for their continuous help and support during the whole process of creating and implementing this teaching unit.

We would also like to thank 1st ESO C and D students of Escola Industrial de Sabadell for their energy and enthusiasm during the implementation of this unit (Academic year 2009-2010).
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A trip to the Ancient Egypt

UNIT TITLE: A TRIP TO THE ANCIENT EGYPT
AUTHORS: Laura del Rey & Maria del Mar Soriano
CLASS/AGE: 1rst ESO
SUBJECTS, LANGUAGES and/or TEACHERS INVOLVED: ENGLISH + SOCIAL SCIENCE
NUMBER OF LESSONS: 9

INTRODUCTION TO THE UNIT

Students will become familiar with Ancient Egypt and expand their knowledge of the customs and people of such an important country in history comparing them with our life nowadays.

SUBJECT-MATTER OBJECTIVES

By the end of the unit, students will be able to ...
- recognize Ancient Egyptian society, art and writing.
- produce a leaflet on a topic related to the Ancient Egypt.
- talk about Egypt in public.
- acquire intercultural awareness through the discovery of another culture.

SUBJECT MATTER CONTENTS:

MAIN TARGET KNOWLEDGE
- Egyptian Geography
- Ancient Egypt society
- Ancient Egypt way of living
- Ancient Egypt religion
- Afterlife and pyramids in Egypt
- Important Egyptian Pharaohs
- Ancient Egypt writing
- Ancient Egypt art

MAIN TARGET SKILLS
- Be able to locate Egypt in the map and know about its surrounding countries.
- Be able to explain how Egyptian everyday life was.
- Develop a critical approach towards differences and similarities about Ancient Egypt society and present society.
- Surf the Internet to find specific information.
- Present a topic orally in public.
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CONTENT OBLIGATORY LANGUAGE:
DISCOURSE GENRE (TEXT TYPE):
TO UNDERSTAND
- Understand instructions.
- Understand history texts.
- Scanning and skimming for information.
- Decipher a different type of writing

TO GENERATE
- Interacting and swapping information.
- Description of Gods and Goddesses.
- Description of Egyptian fashion.
- Producing an explanation.
- Giving opinion and justifying it.

CONTENT OBLIGATORY LANGUAGE:
TOPIC SPECIFIC:
Priest, servant, merchant, pharaoh, scribe, slave, soldier, farmer, printing, polytheism, monotheism, nemes, kilt, gods and goddesses, afterlife, mummy, sphinx, pyramid, mummification, canopic jars, hieroglyphics, decipher, demotic

TO GENERATE
- The main differences / similarities are...
- ______ is located in the north/ south/ east/ west
- such as...
- First.... then

SOCIAL & CULTURAL VALUES // PERSONAL & EMOTIONAL DEVELOPMENT
- Fostering cooperative learning.
- Being accurate in keeping records.
- Increasing awareness on the importance of other cultures.
- Lowering anxiety in formal oral presentations.
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SUMMATIVE ASSESSMENT

TASK:
- Pharaohs Internet activities.
- Designing a leaflet.
- Making an oral presentation, with the use of a leaflet and other material as visual support.
- Dossier

SUMMATIVE ASSESSMENT

ASSESSMENT CRITERIA:
- Teacher’s assessment will take into account tasks handed in, active participation in class, peripheral contributions, students’ involvement and self-assessment and groups evaluation.
- See assessment tools in Annex 2.

RESOURCES
- Computer, Internet connection, projector, whiteboard, loudspeakers, dictionaries.
- ICT: MS Office (Excel, Word and PowerPoint), Wordle, Mozilla Firefox, Game Show Presenter.
- For “Which Gods and Goddesses do you know? activity” some paper boards are needed.
COMMENTS

• This is a CLIL unit that deals with Social Science Curriculum Content but it was implemented in the English class.

• This teaching unit focuses on cooperative learning. That is why most of the activities are designed as pair work or group work. Individual activities have been designed taking into account mixed abilities.

• **This unit does not cover copyright of photos or original material.**

• On the first session the teacher should introduce the main topics of the unit, its main goals and what is expected from students.

• In order to be able to answer all students’ questions, we advise the teacher to read carefully all PowerPoint guidelines.

• In order to correctly view this Teaching Unit, it is necessary to have installed in your computer the Word fonts that you will find in the CD attached (Tools folder)

  Guide to install the fonts:
  • Open the Windows Control Panel (START → SETTINGS → CONTROL PANEL)
  • Double click on the "Fonts" icon in the Control Panel
    (a new window should open and you should see all the installed fonts on your system)
  • Copy the fonts provided in the CD of this Teaching Unit into Fonts folder in your computer.
CODING

- Individual work
- Pair work
- Group work
- Activity for students with adapted curriculum
- Individual activity done by the whole class
- Interaction
- Answer key
THE KEY COMPETENCES IN THE UNIT

According to current curriculum for secondary education in Catalonia
Decret 143/2007 DOGC núm. 4915

TRANSVERSALE COMPETENCES

Communicative:
Linguistic and audiovisual communication
- Interacting and swapping information. S1, S2, S3, S4, S5, S6, S7, S8, S9
- Producing an explanation. S2, S3, S4, S7, S9
- Giving opinion and justifying it. S1, S2, S4, S6, S7, S9
- Defending a point of view. S2, S7
- Presenting a topic orally in public. S6, S9
- Producing oral, written and audiovisual interactions. S2, S3, S6, S7, S8, S9
- Formulating suitable questions and answers. S3, S7

Cultural and artistic competence
- Creating an attractive support and using it as visual support for an oral presentation. S6, S9
- Increasing Ancient Egypt art awareness. S6, S7, S9

Methodological:
Data processing and digital competence
- Improving student’s use of ICT’s and media. S6, S8

Learning to learn
- Fostering cooperative learning, which means knowing how to listen, defend your point of view, negotiate, build a consensus and finish the task according to the rules set by the group. S2, S3, S4, S5, S6, S7, S8, S9
- Scanning and skimming for information. S2, S3, S4, S5, S6, S8
- Developing abilities to lower the anxiety that an oral presentation supposes. S6, S9

Personal:
Autonomy and personal initiative
- Scanning and skimming for information. S2, S3, S4, S5, S6, S8
- Understanding of basic instructions in order to solve tasks properly. S1, S2, S3, S4, S5, S6, S7, S8, S9
- Working in a cooperative and flexible way. S1, S2, S3, S4, S5, S6, S7, S8
- Fostering of the dialog and negotiation. S1, S2, S3, S4, S5, S6, S7, S8
- Present a topic orally in public. S6, S9
- Developing abilities to lower the anxiety that an oral presentation supposes. S6, S9

Plurilingual and intercultural competences
- Compare and indentify the similarities and differences of different languages. S6, S7
- Be conscious that no language is superior to the other. S6

Social sciences competences
- Location and identification of different landscapes analyzing the interaction between the groups of people living there and the environment. S1, S6
- Interpreting different maps and images. S1, S4, S6
- Applying history knowledge in order to understand the present problems in society. S2, S3
- Working the different contents of the unit in a creative way through audiovisual and ICT’s resources. S1, S2, S4, S5, S6, S8
## UNITS ORGANIZATION

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<td>Pre-assessment</td>
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<td>Let’s revise the geography?</td>
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<th>Session 2</th>
<th>Ancient Egypt society</th>
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<td>Find the Egyptian jobs (jigsaw)</td>
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<td>Similarities and differences</td>
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<th>Session 3</th>
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<td>Let’s talk about world’s religions!</td>
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<td>A soup of Gods and Goddesses!</td>
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<td>Listening about the afterlife</td>
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<td>Do you remember...?</td>
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<td>Warm-up: A new Egyptian invention?</td>
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<td>Let’s talk like an Egyptian!</td>
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<td>Can you write like an Egyptian?</td>
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<td></td>
<td>Be an archaeologist and find Akhentaten’s treasure</td>
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<th>Session 7</th>
<th>Rosetta Stone</th>
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<td>Rosetta’s running dictation</td>
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<td>Try to read in different languages</td>
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<tr>
<th>Session 8</th>
<th>Egypt through the ICTs</th>
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<td>Who knows more about....? (Game Show Presenter)</td>
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<td>Pharaohs’ Treasure Hunt</td>
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<td>Scrambled words</td>
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<tr>
<th>Session 9</th>
<th>Last stop in our trip</th>
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<td></td>
<td>Leaflet</td>
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<td>Leaflet Presentation</td>
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</tbody>
</table>
SESSION 1: Geography

Resources: computer, projector, loud speakers, internet connection, MS Office.

Materials for this session:
- Egypt Unit Introduction video
- Pre-assessment test
- Geography.ppt
- Nile river video
- Discovering_Egypt.ppt
- Photocopies of student’s book

Assessment
- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- Task completion. The completion of the tasks will be checked in the checklist and will represent a 5% of the final mark (see Egypt_Checklist.xls).
ACTIVITY 1: Pre-assessment

Materials: “Egypt_Unit_Introduction” video (Session 1 folder), pre-assessment test Worksheet
Grouping: Individual work
Notes for the teacher:
- Tell students that you will start a new unit. Do not explain them the unit’s content nor the title.
- Play the video called Egypt_Unit_Introduction (Session 1 folder) in order to introduce the topic.
- Elicit from students some information about the country hidden behind the video and ask them if they know anything about Egypt.
- Present the topic dealt with in this Teaching Unit and comment on the different sessions and objectives of the Unit.
- Explain them how will it be assessed.
- Finally, give each student a Pre-assessment test (Annex 1.6) in order to see their knowledge about the topic.

PRE-ASSESSMENT TEST

I KNOW ABOUT:

1. Egypt is in ___________ (continent).
2. The main river in Egypt is _____________________
3. The most important job in Egypt was ______________

4. What kind of religion did the Egyptians have?
5. Name at least three Egyptian Gods
6. How many days did mummification last?
7. What do you know about Akhenaten? and why was he so important?
8. In which three scripts was Rosetta Stone written?

1.  2.  3.

9. Why is Rosetta Stone so important in history?
10. Who was the last Pharaoh of Egypt?
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**ACTIVITY 2: Where did Egyptians live?**

**Materials:** “Geography.ppt” (Session 1 folder) and “Nile River” video (Session 1 folder or http://www.youtube.com/watch?v=VYQQX0b3mc)

**Grouping:** Whole class

**Notes for the teacher:**
- Use Geography.ppt in order to introduce the topic of the session.
- Follow the guidelines below.

**Guidelines for the Geography PowerPoint**

- **SLIDE 1:** Cover. Introduce the topic of Geography. Elicit some answers from students to check their prior knowledge on the area.
- **SLIDE 2:** Elicit from students some vocabulary related to the Planet Earth.
- **SLIDE 3:** Check if students recognize and locate the different continents on the map.
- **SLIDE 4:** Show students the map of Africa and ask them where they would locate Egypt.
- **SLIDE 5:** Elicit from students which countries border Egypt.
- **SLIDE 6:** Explain students that Ancient Egypt was created in 3200 BC. Use the map to show them that Egypt was divided into two different parts: Upper and Lower Egypt and that it had two different capitals: Memphis and Thebes.
- **SLIDE 7:** Ask students the following question that appears on the PPT: How could a great civilization like the Egyptian live in a desert? Elicits some information from the students

**ACTIVITY 3: Discovering Egypt**

**Materials:** Discovering_Egypt.ppt (Session 1 folder), Student’s book

**Grouping:** Pair work

**Notes for the teacher:**
- Ask students to read the text and check if they understand all the vocabulary.
- Students must complete the map in pairs with the words in the box.
- Use Discovering_Egypt.ppt (Session 1 folder) to correct the activity.
Egypt is probably the world’s oldest civilization having emerged from the Nile River. It is situated in the north eastern corner of Africa, bounded by the Mediterranean Sea to the North and the Red Sea to the East. Because the Nile flows from south to north, the southern part of Egypt was designated as Upper Egypt, while the north of Egypt including the Delta was called Lower Egypt. The traditional Egyptian capital shown in this map is Memphis located in the North. The later New Kingdom capital of Ancient Egypt was Thebes (modern Luxor) in the south with the Valley of the Kings across the Nile on the west bank.

**ANSWER KEY:**

1→b 2→c 3→a 4→f 5→d 6→e 7→g
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**ACTIVITY 4: Let’s revise the geography!**

**Materials:** Student’s book  
**Grouping:** Pair work  
**Notes for the teacher:**
- To finish the session, give each student the following Ancient Egypt crossword. They must finish it and hand it in before they leave the class.

In pairs, try to solve this Ancient Egypt Crossword:

```
1   2   3   4   5   6

1. Traditional Egyptian capital situated in lower-Egypt, very close to the pyramids.
2. New Kingdom capital of Ancient Egypt situated in the Upper-Egypt, very close to the Valley of the Kings.
3. A sea that lies between Africa and Asia.
4. The continent where Egypt is.
5. The longest river that flows through Egypt.
6. The sea that we find in the North of Egypt.
```

**ANSWER KEY:**
1) Memphis  
2) Thebes  
3) Red Sea  
4) Africa  
5) Nile  
6) Mediterranean
SESSION 2: Ancient Egypt society

Ressources: White board and felt-tip pen

Materials for this session:
- Find the Egyptian jobs cut-outs
- Photocopies of student’s book
- English dictionaries

Assessment
- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- Task completion. The completion of the tasks will be checked in the checklist and will represent a 5% of the final mark (see Egypt_Checklist.xls).
**ACTIVITY 5: Find the Egyptian jobs**

**Materials:** Cut-outs, dictionaries and student’s book  
**Grouping:** Group work  
**Notes for the teacher:**  
- Take the cut-outs that you will find in Annex 1.1 and make as many copies as groups of three you will have in the lesson. Cut them and prepare them for the students.  
- In this activity students are expected to work in group and match each question with its corresponding answer.  
- At the end of the activity, check students' answers.  
- Ask students to write the answers in their student’s book in order to have the information in the dossier.

**Match the following words with its definition:**

<p>| | | | | | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1) PRIEST</td>
<td>a) The king of the Ancient Egypt. He was believed to be a god in Earth.</td>
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<tr>
<td>2) SERVANT</td>
<td>b) A person employed before printing was invented to make copies of documents.</td>
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</tr>
<tr>
<td>3) MERCHANT</td>
<td>c) A person, usually a man, who was trained to perform religious duties. He was responsible for pleasing the gods.</td>
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<tr>
<td>4) PHARAOH</td>
<td>d) A person who fought in wars.</td>
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<tr>
<td>5) SCRIBE</td>
<td>e) A person whose job was to buy and sell products in large amounts, especially by trading with other people.</td>
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<tr>
<td>6) SLAVE</td>
<td>f) A person who came from war and was employed for the daily tasks.</td>
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<tr>
<td>7) SOLDIER</td>
<td>g) A person who took care of cows, sheep, pigs and chickens in a farm.</td>
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<td></td>
</tr>
</tbody>
</table>

**ANSWER KEY:**

1 → c  2 → f  3 → e  4 → a  5 → b  6 → f  7 → d  8 → g
ACTIVITY 6: More about the Egyptian jobs

Materials: Student’s book
Grouping: Individual work
Notes for the teacher:
- Ask students to recognise which job hides behind the following pictures.
- Correct the activity together with the whole class.

Look at the pictures and add a name to the following jobs:

1) Servant or slave
2) Farmer
3) Scribe

ANSWER KEY:
1) Servant or slave
2) Farmer
3) Scribe
CLASSIFY THE FOLLOWING WORDS IN THE EGYPTIAN PYRAMID ACCORDING TO THEIR SOCIAL STATUS:

- Priest
- Scribe
- Farmer
- Pharaoh
- Soldier
- Slave
- Merchant
- Servant

ACTIVITY 7: Let’s put it in order

Materials: Student’s book
Grouping: Pair work
Notes for the teacher:
- Elicit from the whole class some previous knowledge that students might have about social classes.
- Ask students to complete the following pyramid in pairs putting each job in its corresponding society level.
- Correct the activity with the whole class.

ANSWER KEY:
1 → Pharaoh
2 → Priest
3 → Scribe
4 → Soldier
5 → Merchant
6 → Farmer
7 → Servant
8 → Slave
ACTIVITY 8: Similarities and differences

Materials: Student’s book
Grouping: groups of three and whole class
Notes for the teacher:
- Ask students to write down individually in 3 minutes the similarities and differences they find between Ancient Egypt society and the present society looking at the previous pyramid.
- Then, after 3 minutes, ask students to gather in groups of 3 and share their ideas.
- Correct the activities with the whole class and write down their contributions in the white board so that they can copy all the answers.

Discuss in groups if there are any similarities or differences between Ancient Egyptian society and nowadays society:

ANSWER KEY:

SIMILARITIES
- Nowadays’ society is also divided into: Upper, middle and lower class.
- Nowadays we also have priests and they have a lot of power.
- We still have merchants, soldiers and farmers.
- Rich people also have servants at home.

DIFFERENCES
- We have computers and printers instead of scribes.
- Nowadays’ society does not have slaves.
- Egyptians believed in many gods and nowadays religious are mainly monotheists.
- We do not have a Pharaoh but we have a King.
SESSION 3: Family

Resources: White board and felt-tip pens, computer, and projector.

Materials for this session:
- Student’s book photocopies
- Pictures on CD (Session 3) Ancient_Egypt_fashion.jpg and cosmetics_in_Egypt.jpg
- Fashion wordle on CD (Session 3)

Assessment
- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- Task completion. The completion of the tasks will be checked in the checklist and will represent a 5% of the final mark (see Egypt_Checklist.xls).
ACTIVITY 9: Meet an Egyptian family!

Materials: Student’s book
Grouping: Individual work
Notes for the teacher:
- Read the text with the whole group and check if they understand all the vocabulary.
- Diversity: Students with adapted curriculum will only answer the activity with one explorer (true or false activity); the rest of the class will do both activities.
- Correct both activities with students.

Read the following text and do the two exercises below:

The family was the centre of ancient Egyptian life. People did not live very long, so they usually married young and tried to have plenty of children to live after them.

When a boy became an adult, he left his parents’ house and created a new home. Girls usually lived with their parents until they married. In the highest levels of society, marriages were often arranged for political reasons.

The Egyptian families were very large. There was the father, the mother, the children but also grandparents, unmarried aunts and sisters and, in rich homes, there were servants or slaves. They all counted as members of the family. Egyptians had great respect for their elders and sometimes kept small figures of dead ancestors in the house.

The whole family shared one living and sleeping room, except in big houses. The man of the house supported his family and worked outside the home. Women also worked but their first duty was to have babies and look after the house. Children usually stayed at home but they were often cared by nurses or nannies. Boys went to school or work as soon as they were old enough, but girls didn’t go to school and helped their mothers in the house.
Answer if these questions are True or False and correct those that are False:

1) The family was not very important in Egyptian society.
2) They only had one child.
3) The Egyptian families had a lot of members.
4) Servants and slaves were considered part of the family.
5) Each member of the family had a room to sleep.
6) In Ancient Egyptian society women did not work.

ANSWER KEY:
1 → False. The family was very important in Egyptian society
2 → False. They had many children.
3 → True
4 → True
5 → False. The whole family had a shared to share one living and sleeping room.
6 → False. In Ancient Egypt society, women worked.

Find the differences between nowadays (present) and the Ancient Egyptian life. Write down the sentences from the text on the grid below. Look at the example:

ANSWER KEY:

<table>
<thead>
<tr>
<th>ANCIENT EGYPT</th>
<th>NOWADAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>People did not live very long, so they usually married young.</td>
<td>People live very long and they marry late.</td>
</tr>
<tr>
<td>When a boy became an adult, he left his parents’ house and created a new home. Girls usually lived with their parents until they married.</td>
<td>Young people stay at home until they are 30 years old.</td>
</tr>
<tr>
<td>In the highest levels of society, marriages were often arranged for political reasons.</td>
<td>In all levels of society, couples marry for love.</td>
</tr>
<tr>
<td>The Egyptian families were very large. There was the father, the mother, the children but also grandparents, unmarried aunts and sisters and, in rich homes, there were servants or slaves.</td>
<td>The family is small: there is usually the mother, the father and the children.</td>
</tr>
<tr>
<td>The whole family shared one living and sleeping room, except in big houses.</td>
<td>Families live in houses or flats with different rooms.</td>
</tr>
<tr>
<td>Boys went to school or work as soon as they were old enough, but girls didn’t go to school and helped their mothers in the house.</td>
<td>Boys and girls go to school until they are 16 years old.</td>
</tr>
</tbody>
</table>
ACTIVITY 10:  What do you know about your partner!

Materials: Student's book
Grouping: Pair work
Notes for the teacher:
- Tell students to work in pairs and ask each other the following questions.
- Once they have all the answers, students must write down a little text about their partner.
- This is a nice activity if students do not know each other and to be read to the whole class.

Ask your partner the following questions and write down a short text about your partner's life:

- How old are you?
- Where do you live?
- Who do you live with?
- Do you have brothers and sisters?
- What is your favourite food/colour/subject?
- Do you play any sports?

POSSIBLE ANSWER:

My partner's name is Martha and she is twelve years old. Martha lives in a beautiful house in Sabadell with her parents and her older brother Paul. She often argues with him because he plays the drums every day. Imagine... that's really annoying!

Martha is a good cook. When I go to her house, she always cooks pizza. It is her favorite meal! She usually wears pink clothes. Her favorite subject is English and in the future she wants to become a tourist guide because she loves travelling. Martha and I play basketball at school. We have a lot of fun together!
ACTIVITY 11: *Egyptian fashion*

**Materials:** cosmetics_in_Egypt.jpg (Session 3 folder), Ancient_Egypt_Fashion.jpg (Session 3 folder) and Wordle (Session 3 folder)

**Grouping:** Group work, whole class

**Notes for the teacher:**
- Place students in groups of four
- Project cosmetics_in_Egypt.jpg picture on the screen so that all students can see it.
- Give the following Wordle to each group of students. You can find the wordle either in Session 3 folder or in Annex 1.2.
- Tell students to find in the picture those words that appear in the Wordle.
- Correct with the whole class asking each time to a different group of students.
- Do the same with picture Ancient_Egypt_Fashion.jpg.

**Time ~15’**

**ANSWER KEY:**

*Words in cosmetics_in_Egypt:*
- collar, amulet, necklace, mirror, dress, bowl, box, wig, comb, bracelet.

*Words in Ancient_Egyptian_Fashion.jpg:*
- cross, wig, neme, kilt, dress, bracelet.
SESSION 4: Gods and Goddesses


Materials for this session:

- Gods and Goddesses cut-outs
- Paper board
- Ancient_Egypt_Gods.ppt
- Checklist for student’s group work self-assessment

Assessment

- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- In this session, group work will be assessed by the students in each group through the checklist called “Checklist for student’s group work self-assessment” that you can find in Annex 2.1. This mark is 5% of the final mark.
ACTIVITY 12: Which Gods and Goddesses do you know?


Grouping: Groups of four

Notes for the teacher:
- Prepare the cut-outs that you will find in Annex 1.3.
- Prepare a paper board for each group of students pasting the pictures of the Gods and Goddesses.
- There are a total of six descriptions and eight pictures. Two pictures will be left without description.
- Give each group a set of descriptions and a paper board.
- Students will have to match each description with its corresponding picture.
- Use Ancient_Egypt_Gods.ppt in order to correct the activity.

Guidelines for the Ancient Egypt Gods PowerPoint

✦ SLIDE 1: Cover.

✦ SLIDE 2-7: Use these slides to correct the activity and elicit from students what is the main characteristic of each God or Goddess. For example, Osiris has feathers in his head.

✦ SLIDE 8: Explain the 3 Gods that do not have a description and elicit some information about their physical aspect.

  - **Bastet**: Goddess that protected the home of the Egyptians. She has cat's face.
  - **Nut**: Goddess of the sky. She has some stars in her body.
  - **Geb**: God of the Earth. He is holding the sky with his arms.

✦ SLIDE 9: Use this slide to correct activity 12.

✦ SLIDE 10: Elicit from students some information about religions in the world which are monotheists and polytheists.
Anubis
Appearance: Man with a jackal head
Anubis was the god of embalming and the dead. Since jackals were often seen in cemeteries, the ancient Egyptians believed that Anubis watched over the dead.

Isis
Appearance: A woman with a throne in her head.
Isis was a protective goddess. She used powerful magic spells to help people in need. Isis was the wife of Osiris and the mother of Horus.

Horus
Appearance: A man with a falcon head.
Horus was the god of the sky. He is probably most well-known as the protector of the ruler of Egypt. The Egyptians believed that the pharaoh was the “living Horus.”

Ra
Appearance: Man with falcon head and a sun disk on top.
Ra was the sun god. He was the most important god of the ancient Egyptians. The ancient Egyptians believed that Ra died every night and was born every morning.
Write down the names of the following Gods and Goddesses.

1) Osiris  
2) Isis  
3) Anubis  
4) Nut and Geb  
5) Ra  
6) Tawaret  
7) Bastet  
8) Horus

**Answers Key:**

1) Osiris  
2) Isis  
3) Anubis  
4) Nut and Geb  
5) Ra  
6) Tawaret  
7) Bastet  
8) Horus
ACTIVITY 13: *Who is in the picture?*

**Materials:** Student’s book and “Ancient_Egypt_Gods.ppt” *(Session 4 folder)*
**Grouping:** Pair work
**Notes for the teacher:**
- Ask students to recognise some of the Gods they have previously studied with the images that appear on the following picture.
- Use slide 9 from the *Ancient_Egypt_Gods.ppt* in order to correct the activity.

---

Which Gods do you see in the following picture?

**ANSWER KEY:**

1) Anubis  
2) Horus  
3) Osiris  
4) Isis
ACTIVITY 14: *Let's talk about world's religions!*

**Materials:** Ancient_Egypt_Gods.ppt (Session 4 folder)
**Grouping:** Class work
**Notes for the teacher:**
- Elicit from students some knowledge about present religions. Ask them to think about monotheist and polytheist religions nowadays.
- Use slide 10 from the Ancient_Egypt_Gods.ppt to correct the activity.

Discuss with the whole class about monotheism and polytheism nowadays.

**ANSWER KEY:**

**Present monotheist religions**
- Christianity
- Judaism
- Buddhism
- Muslim

**Present polytheist religions**
- Hinduism
- Some African tribes
ACTIVITY 15: A soup of Gods and Goddesses!

Materials: Student’s book
Grouping: Individual work
Notes for the teacher:
- Ask students to read the definitions and find the Gods and Goddesses on
  the Word search.
- Then, correct the activity with the whole class.

Look for the ten Ancient Egyptian Gods and Goddesses in the following
Word search:

<table>
<thead>
<tr>
<th>A</th>
<th>W</th>
<th>R</th>
<th>E</th>
<th>T</th>
<th>I</th>
<th>W</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>B</td>
<td>X</td>
<td>A</td>
<td>C</td>
<td>J</td>
<td>H</td>
<td>U</td>
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<tr>
<td>G</td>
<td>L</td>
<td>E</td>
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<td>M</td>
<td>E</td>
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<td>Y</td>
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<td>Q</td>
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<tr>
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<td>L</td>
<td>E</td>
<td>I</td>
<td>B</td>
<td>N</td>
<td>R</td>
<td>X</td>
</tr>
</tbody>
</table>

ANSWER KEY:
1) Tawaret
2) Osiris
3) Ra
4) Nut
5) Isis
6) Geb
7) Anubis
8) Bastet
9) Horus

1) .....................: Goddess who protected women during pregnancy and childbirth.
2) .....................: God of the death and ruler of the underworld.
3) .....................: God of the Sun.
4) .....................: Goddess of the sky.
5) .....................: She had a throne on her head.
6) .....................: God of the Earth.
7) .....................: He was the God of mummification and the dead.
8) .....................: Protected the home of the Egyptians.
9) .....................: God of the sky.
SESSION 5: Afterlife

Resources: computer, projector, loud speakers, internet connection, MS Office, photocopies of student’s book.

Materials for this session:
- Afterlife video
- Pyramids and mummies cut-outs
- Michael Jackson’s “Remember the time” http://www.youtube.com/watch?v=BMSDgNtBD8o
- Checklist for student’s group work: teacher’s assessment

Assessment:
- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- In this session, group work will be assessed by the teacher through the checklist called “Checklist for student’s group work: teacher’s assessment” (see Annex 2.2). This mark is 5% of the final mark.
ACTIVITY 16: Listening about the afterlife

Materials: “Afterlife listening” video (Session 5 folder or http://www.youtube.com/watch?v=3DQ2jGMfZGg), Student’s book

Grouping: Individual + pair work

Notes for the teacher:
- Go through the whole text with students in order to be sure they understand all the vocabulary.
- Play the video once and ask students to fill in the gaps with the words in the box.
- Ask students to share their responses with their partner.
- Play the video a second time and let them some time to compare with their partner again.
- Correct the activity and elicit some opinions about the topic from students.

Look and listen to the video and complete the following text with the words in the box:

<table>
<thead>
<tr>
<th>brain</th>
<th>mummies</th>
<th>canopic jars</th>
<th>ceremony</th>
<th>afterlife</th>
<th>nose</th>
</tr>
</thead>
<tbody>
<tr>
<td>body (2)</td>
<td>person</td>
<td>intestines</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANSWER KEY:

1) Afterlife
2) Body
3) Person
4) mummies
5) Intestines
6) canopic jars
7) brain
8) Nose
9) body
10) ceremony
Ancient Egyptians believed that there was a life after death called the ___1___. They also believed that a ____2___ had to be preserved after death so that a ___3___ could safely reach the afterlife.

Egyptians made ___4_____ to preserve the dead bodies of kings, queens and nobles. Mummification was a long, expensive process that lasted about 70 days to be completed.

First, Egyptians removed the organs such as the stomach, ____5_____, lungs, and liver from the body. The organs were then put in jars called ____6_____ to be placed next to the body. The ____7_____ was then pulled out of the head through the ____8_____ using a long hook.

Then the ____9_____ was covered with natron* and dried for about 40 days. After that, the inside of the body was stuffed so that it would keep its shape. Then the body was wrapped in bandages. Finally, a religious ____10_____ was held to help the dead reach the afterlife.

*natron: Salt used for embalming bodies.

ACTIVITY 17: Pyramids and mummies

Materials: Pyramids and mummies cut-outs.
Grouping: Groups of four
Notes for the teacher:
- Prepare as much cut-outs as groups of four you will have in the classroom. Find the cut-outs Annex 1.4.
- Gather students in groups of four.
- Give each group a set of cut-outs and tell them to match each question with its corresponding answer.
- Once students have finished, use power point presentation called *Pyramids_and_Mummies.ppt (Session 5 folder) in the CD attached in order to correct the activity.
**What are the pyramids?**

The pyramids are the stone tombs of Egypt's kings - the Pharaohs and one of the world's greatest historical mysteries. They have stood for thousands of years, and they have many secrets: clues about what life (and death) was like in Ancient Egypt.

**Why did the Ancient Egyptians build pyramids?**

The Egyptians believed that if the pharaoh's body was mummified after death the pharaoh would live forever. The tombs were designed to protect the buried Pharaoh’s body and his treasures.

**Where were they built?**

Most of the pyramids can be found on the western side of the Nile River, in the middle of the dry desert.

**Why did they build pyramids next to the Nile?**

The reason they built the pyramids next to the Nile River was so it would be easier to get the blocks to the pyramid. The stones could be bought nearer to the pyramid building site by boat.

**What is the name of the most famous pyramid?**

The Great Pyramid is the largest and most famous of the pyramids. It was built for the Pharaoh Khuf. It is over 140 metres high and took 20 years to build.

**What guards the pyramids from dangers?**

The Sphinx protects all the pyramids in Giza. It has the body of a lion and the head of a pharaoh.

**What are mummies?**

A mummy is the body of a person (or an animal) that has been preserved after death.

**Who were the mummies?**

They were any Egyptian who could afford to pay for the expensive process of preserving their bodies for the afterlife.

**What was the name of the process the Egyptians used to preserve their bodies?**

It was called mummification.
ACTIVITY 18: Do you remember…?  

Materials: “Michael Jackson – Remember the time” video clip (Session 5 folder or http://www.youtube.com/watch?v=BMSDgNtBDsQ), computer and Student’s book  
Grouping: Individual work  
Notes for the teacher:  
- Read the questions and possible answers together with students to make sure students understand all the vocabulary and know what to look for during the activity.  
- Play once Michael’s Jackson’s video clip called “Do you remember the time”.

Watch Remember the time’s Michael Jackson video and choose the correct answer:

1- What is the first thing that appears on the video?  
   a) A cat  
   b) A sand clock  
   c) A mummy

2- At the end of the video, Michael Jackson turns into...  
   a) A rat  
   b) Gold  
   c) A pyramid

3- The first entertainer is thrown into the...  
   a) Lions  
   b) Crocodiles  
   c) Piranhas

4- Which animals do you see in the film?  
   ducks camels cats lions rabbits  
   dogs cows crocodiles snakes fish

5- The second entertainer plays with...  
   a) Boiling water  
   b) Fire  
   c) Cards

6- What colour is Michael’s Jackson’s t-shirt?  
   a) The colour of gold  
   b) The colour of grass  
   c) The colour of the sky
SESSION 6: Writing

Resources: computer, projector, loud speakers, internet connection, MS Office, photocopies of student’s book.

Materials for this session:
- Papyrus cut-outs
- Akhenaten.ppt

Assessment:
- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- Task completion: The completion of the tasks will be checked in the checklist and will represent a 5% of the final mark (see Egypt_Checklist.xls).
ACTIVITY 19: Warm-up: A new Egyptian invention?

Materials: Student’s book
Grouping: Whole class
Notes for the teacher:
• Make each student write his/her own answers to the question below in the student’s book.
• Then, ask students to share their answer with their partners and write a common answer.
• Elicit from each group of four students what their global opinion is.

Do you think that this picture corresponds to the Ancient Egyptian period? Why? / Why not?

POSSIBLE ANSWER:
I think that this picture does not correspond to the Ancient Egyptian period because Egyptians did not have computers. They had scribes who wrote in papyrus.
ACTIVITY 20: Let’s talk like an Egyptian!

Materials: “Asterix and Cleopatra” video. Click on the following link to view it: http://www.youtube.com/watch?v=T4JsxvisMpU

Grouping: Whole class

Notes for the teacher:
- Play the video “Asterix and Cleopatra” where hieroglyphics are shown in order to introduce the Ancient Egypt writing.
- Elicit from students what they know about Ancient Egypt writing:
  - Possible questions:
    - What do you think the session will be about?
    - How did the Egyptians write?
    - Did they write like us nowadays?
    - Have you seen hieroglyphics before?

ACTIVITY 21: Can you write like an Egyptian?

Materials: Internet webpage

Grouping: Individual word

Notes for the teacher:
- Ask each student to go to the following webpage and write down his/her name in the box.
- Ask them to draw their own name in hieroglyphics.
- Students must show their own cartouche to the whole class.

Go to the following webpage:

Type your name and get the translation of your name into Ancient Egyptian. Draw your own cartouche and bring it to the class to share it with the rest of students!
ACTIVITY 22: Be an archaeologist and find Akhentaten’s treasure.

**Materials:** Papyrus cut-outs, student’s book, “Akhentaten.ppt” (Session 6 folder)

**Grouping:** Group work

**Notes for the teacher:**
- Introduce Akhentaten’s life using the Akhenaten.ppt.
- Remember to install Word fonts provided in the CD, (Tools folder) in order to correctly view the hieroglyphics in this activity.
- Cut one transcription papyrus per group and as many sentence papyrus as groups you will have in the class.
- Make groups of four students.
- Give each group of students a papyrus with the hieroglyphic alphabet a copy of the map per group.
- Then give each student of the group a papyrus with a sentence. Students must translate into English each sentence and then put them together to create a story in order to find where Akhenaten’s treasure has been hidden by the thieves.
- There is a total of 5 papyruses. The student that finishes first can translate the last sentence.
- Correct the activity.

**Guidelines for Akhenaten’s power point**

- **SLIDE 1:** Cover. Elicit from students what they know about Akhenaten. It is likely that they know nothing. Tell them that you will learn about a different Pharaoh in this session.
- **SLIDE 2:** Tell students that Akhenaten was a pharaoh that changed many things in the Egyptian society. The first thing he changed was religion. Before him, the Egyptian empire had many gods and he changed them all for a new god called Aten. Show them through this slide how Aten looked like.
- **SLIDE 3:** Akhenaten also created a new city called Amarna that became the new capital of the Ancient Egypt.
- **SLIDE 4:** These pictures are representative of Egypt traditional art. Elicit from students what they see in the pictures in this slide. Keys: round forms, perfect bodies, many colours, beautiful faces.
- **SLIDE 5:** Compare with students the pictures in the previous slide with the art of Akhenaten’s era: long fingers, long heads, non-perfect bodies. Explain students that everything that Akhenaten changed went back to what it was before his reign when he died.
Transcribe into English the following papyrus in order to find where Akhenaten's treasure is hidden. Then, mark the route in the map:

ANSWER KEY:

Hieroglyphic transcription to be given to each student group
**A trip to the Ancient Egypt**

**ANSWER KEY:**

1- AKHENATEN WAS BURIED IN THE VALLEY OF THE KINGS WITH A BIG TREASURE,

2- THE THIEVES STOLE IT AND TOOK IT TO THEBES.

3- THEN THEY HID THE TREASURE IN A CAVE IN AMARNA

4- THEN THEY TOOK IT THE ANCIENT CAPITAL OF EGYPT: MEMPHIS
5- AND THERE THEY HID IT UNDER THE GREAT SPHINX AT GIZA
SESSION 7: Rosetta Stone

Resources: computer, projector, MS Office, photocopies of student’s book.

Materials for this session:

- Rosetta_Stone.ppt

Assessment:

- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- Task completion: The completion of the tasks will be checked in the checklist and will represent a 5% of the final mark (see Egypt_Checklist.xls).
ACTIVITY 23: Rosetta’s running dictation

Materials: Student’s book
Grouping: Groups of three

Notes for the teacher:
- Elicit some previous knowledge about the Rosetta Stone. Ask them why it is so important and what can we find written on it.
- Divide the class in groups of four and give each member of the group a name of a colour (e.g. blue, red, orange and green). Make sure they know which colour they have by asking them to raise their hands when you call their colours.
- Call out a colour.
- Students who have this colour must run to the teacher, read the first question, go back to their seats and dictate the question to the rest of the group.
- Repeat the same process until you have dictated them all the questions.
- Once they have all the questions, students must match each question with the corresponding answer.

Write down the questions and then match each question with its answer in order to discover the story of the Rosetta stone:

Questions for the running dictation:

1) What is the Rosetta Stone?
2) Why was it called the Rosetta Stone?
3) When was the Rosetta Stone made?
4) What does the Rosetta Stone say?
5) Who found the Rosetta Stone?
6) Who deciphered hieroglyphs?
a) The Rosetta Stone was found by French soldiers in 1799.

b) The Rosetta Stone is named after the town it was discovered in, a town called Rosetta, on the Mediterranean coast in Egypt.

c) After many years of studying the Rosetta Stone and other examples of ancient Egyptian writing, Jean-François Champollion deciphered hieroglyphs in 1822.

d) It is a stone with writing on it in two languages (Egyptian and Greek), using three scripts (hieroglyphic, demotic and Greek).

e) The Rosetta Stone was made in 196 B.C.

f) The Rosetta Stone is a text written by a group of priests in Egypt to honor the Egyptian pharaoh. It lists all the things that the pharaoh did that were good for the priests and the people of Egypt.

**ANSWER KEY:**

1→d
2→b
3→e
4→f
5→a
6→c
A trip to the Ancient Egypt

ACTIVITY 24: Try to read in different languages

Materials: Student’s book and “Rosetta_Stone.ppt” (Session 7 folder)
Grouping: Pair work
Notes for the teacher:
- Ask students to decipher which script (Demotic, Hieroglyphic or Greek) represents each part of the picture.
- Use Rosetta_Stone.ppt to correct the activity.

Now that you already know that the Rosetta Stone was written in three different scripts (hieroglyphic, demotic and Greek) try to guess which picture refers to each part of the Stone:

1) a) Demotic: Used by most people in Egypt at that time.

2) b) Hieroglyphic: Used for important and religious documents.

3) c) Greek: Used by the rulers.

ANSWER KEY:

1 \rightarrow b  
2 \rightarrow a  
3 \rightarrow c
ACTIVITY 25: World languages

Materials: Student’s book
Grouping: Pair work

Notes for the teacher:
- Ask each student to think about the following questions related to the languages they have learned, used and heard.
- Students must discuss in pairs their answers and write a common text.
- This is a good opportunity to open a classroom discussion about languages in the world. You can elicit some extra information about the countries they have travelled to and the importance of learning new languages.

Think about the following questions:

- How many languages do you speak?
- Where did you learn them?
- How many languages have you heard?
- How many languages have you seen written down?
- Which languages do you like the most? Why?
- Would you like to learn a new language? Which one?
- Say “hello” in as many languages as you know.

Now, discuss with your partner and write a short text comparing all the answers:

POSSIBLE ANSWER:

My partner’s name is Sarah. She speaks Catalan, Spanish and English but I also speak French because my mother is from France. We have learned those languages at school and we practice them at home. Sarah has a friend from England and she speaks with her by Skype! We have heard Chinese, German, Portuguese but we really like Italian because it has a very nice melody. Sarah would like to learn Finnish because she wants to live there in the future but I think it is a very cold country.

Hello! Hola! Bonjour! Hallo! Ciao! Olá! Terve!
SESSION 8: Egypt through the ICTs

Resources: computer, projector, loud speakers, internet connection, MS Office.

Materials for this session:
- Game Show Presenter
- Coloured stickers
- Photocopies of student’s book

Assessment:
- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- Students must send the Pharaohs internet activity to the teacher by email. This activity will count as 10% of the final mark (See Guidelines for corrections in Annex 2.3).
ACTIVITY 26: Who knows more about....?

Materials: Computer, Program: Game show Presenter (Session 8 folder), Egypt_quiz.txt file, coloured stickers.
Grouping: Group work

Notes for the teacher:

- Install Game Show Presenter in the teacher’s computer and import from Egypt_quiz.txt file following the instructions below, as the show quiz will be presented to the whole class with the projector.
- Give each student a sticker with different colours. Students with the same coloured sticker must gather together and form a team of 4 students. Use stickers in order to create heterogeneous groups that will foster a better cooperation.
- Ask students to take 4 pieces of paper and write down A in one paper, B in another one, and the same with C and D.
- Present the show as a TV program in which students must work in groups. If they know the answer, they have to raise the paper with the correct letter.

The quiz has a total of 15 multiple choice questions about topics related to what

Game Show presenter installation:

- Install the program Game show presenter using the “GAMESHOW.exe” file that you will find in Session 8 folder.
- Open the program and click on Use Demo Mode.
- Click on Open Quiz Editor and on Import. Click on “Import a file previously exported from Game Show Presenter and look for Egypt_quiz.txt file in Session 8 folder.
- In order use the program correctly, go to “Preferences” and “Show Title and Set-up”. Change the title into “Egypt Quizz”.
- Chose the option Automatic (Use maximum) in the “How Many Questions to Use? This step is very important otherwise the program will run only 3 questions.
- Game Show Presenter is ready to be used.
Questions:

1. Who was Cleopatra?
   a) the wife of Horus
   b) the last Pharaoh of Egypt
   c) the Goddess of the sun
   d) Egypt’s most famous singer

2. What was the favorite pet of the Ancient Egyptians?
   a) dog
   b) horse
   c) cat
   d) cow

3. The great pyramids were...
   a) a monument to the Gods
   b) the houses of the Pharaohs
   c) a big place to have parties
   d) the tombs of the Pharaohs

4. Which is the river that the Egyptians used to travel?
   a) Amazon
   b) Mississippi
   c) Nile
   d) Thames

5. An Egyptian King was called...
   a) President
   b) Senator
   c) Honor Guard
   d) Pharaoh

6. Egyptians believed in...
   a) after life
   b) witches
   c) cats’ nine lives
   d) nothing

7. When a Pharaoh died, he/she became...
   a) a coffin
   b) a mummy
   c) a snake
   d) a rabbit

8. Egyptians married...
   a) many times with the same woman
   b) very young
   c) did not marry
   d) very old

9. Mummification lasted for...
   a) only 1 day
   b) 3 days
   c) 70 days
   d) 300 days

10. The languages in Rosetta Stone are...
   a) English, hieroglyphic and demotic
   b) Hieroglyphic, demotic and Greek
   c) Spanish, Greek and hieroglyphic
   d) Latin, Greek and demotic

11. Which country does not share a border with Egypt?
   a) Algeria
   b) Sudan
   c) Lybia
   d) Palestine

12. The goddess that protected the home of the Egyptians was...
   a) Tawaret
   b) Bastet
   c) Isis
   d) Horus
13. Egyptians used .......... to write.
   a) hierogliphics
   b) hieroglyphics
   c) hieroglyfics
   g) gieroglyphics

14. Akhenaten
   a) created a new capital
   b) created a new religion
   c) created a new art
   d) all answers are correct

15. A priest was
   a) a person trained to perform religious duties.
   b) a person who came from war and was employed for the daily tasks.
   c) a person who fought in wars.
   d) a person who took care of cows, sheep, pigs and chickens in a farm.

ANSWER KEY:
1 → b  8 → b
2 → c  9 → c
3 → d 10 → b
4 → c 11 → a
5 → d 12 → b
6 → a 13 → b
7 → b 14 → d
15 → a
ACTIVITY 27: Scrambled words

Materials: Student’s book
Grouping: Individual work
Notes for the teacher:
- Ask student to unscramble the words related to Egypt which they can find on the box.
- Read all together the following sentences and complete them with the words on the box.

Unscramble the following words and complete the sentences below:

1. When a Pharaoh died, he started a long trip to the _________.
2. Akenaten was one of the most important _________ of Egypt.
3. We know a lot about Ancient Egypt thanks to the discovery of _________’s tomb.
4. _________ killed herself with a snake.
5. Many Pharaohs were buried in _________.
6. A _________ is the dead body of a Pharaoh that has been preserved to eternity.
7. Thebes and Memphis were the capitals of Ancient _________.

ANSWER KEY:

1) Afterlife  
2) Pharaohs  
3) Tutankhamen  
4) Cleopatra  
5) Pyramids  
6) Mummy  
7) Egypt
ACTIVITY 28: Pharaohs’ Treasure Hunt

Materials: Computer
Grouping: Individual work

Notes for the teacher:
- Students must go to the following web page http://sites.google.com/site/thepharaohsofegypt/ and answer the questions they will find in the box.
- Diversity: Students with adapted curriculum must only answer questions with one explorer. The rest of the students will answer ALL the questions.
- If students do not finish this activity, it will have to be finished as homework and send it by email to the teacher.

Go to page http://sites.google.com/site/thepharaohsofegypt/ and answer the following questions related to “The Pharaohs of Egypt”.

1. Define what a Pharaoh is.
2. What did a Pharaoh represent?
3. Who was Tutankhamen?
4. How old was Tutankhamen when he died?
5. Why is Tutankhamen so famous?
6. Where did they find Tutankhamen’s tomb?
7. Who was Cleopatra?
8. How many children did she have?
9. How did she die?

10. Go to the following webpage and make a list with five important Pharaohs. http://www.kingtutone.com/pharaohs/
ANSWER KEY:

1. The pharaoh was the political and religious leader of the Egyptian people, holding the titles: 'Lord of the Two Lands' and 'High Priest of Every Temple'.

2. The Pharaoh represented the gods on Earth.

3. Tutankhamen was an Egyptian pharaoh of the 18th dynasty (ruled 1333 BC – 1324 BC in the conventional chronology), during the period of Egyptian history known as the New Kingdom.

4. Tutankhamen's mummy revealed that the Pharaoh was only a teenager when he died, experts believe that he was around eighteen years old at the time of his death.

5. For the first time, a tomb, which was almost intact, was discovered and was full of gold, pictures and the mummy of the pharaoh.

6. It was discovered on November 4, 1922 in the Valley of the Kings.

7. One of the most important pharaohs in the history of Ancient Egypt was Cleopatra.

8. She had a son with Julius Caesar, the king of the Roman Empire. The boy's name was Caesarium. After Caesar was assassinated, she fell in love with Marc Antony and they had three children. The names of their children were: Cleopatra Selene II, Alexander Helios, and Ptolemy Philadelphus.

9. Cleopatra committed suicide as well, she killed herself with a snake.

SESSION 9: Last stop in our trip

Resources: photocopies of “Post-assessment test” and “I know about test”.

Materials for this session:
- Post-assessment test
- I know about test

Assessment:
- Active participation in class and peripheral participation written down in the Weekly Lesson Planner (Annex 2.9)
- See Annex 2.8 for “I know about test” criteria.

Final outcome of the unit
- Students will elaborate a leaflet that will be a 15% of the final mark. (See rubric in Annex 2.5)
- On the last session, each pair of students will make an oral presentation about their leaflet. This is a 10% of the final mark. (See checklist in Annex 2.4)
- The teacher will ask the dossier on the last day. The dossier is a 10% of the final mark. (See rubric in Annex 2.6)

Notes for the teacher regarding the final outcome:
Remember to inform students one week in advance that they will have to create and present their leaflet on the last session. Show them the Leaflet_guide.ppt (Session 9 folder) where they can find the guidelines they can follow to create it.

Remember to collect all students’ dossiers on this last session (See Dossier Rubrics in Annex 2.6)
ACTIVITY 29: Post-assessment test and comparison

Materials: Post-assessment test Worksheet, I know about worksheet
Grouping: Individual work
Notes for the teacher:
- Give students the post-assessment test worksheet (Annex 1.7) and give them 10 minutes to fill it in.
- After comparing the pre-assessment and post-assessment tests, students will reflect on what they have learnt during the implementation of this teaching unit and will fill in the “I know about” test in (Annex 1.8).
- See Annex 2.9 for assessment criteria.

POST-ASSESSMENT TEST

I KNOW ABOUT:

1. Egypt is in _______________ (continent).
2. The main river in Egypt is ____________________
3. The most important job in Egypt was _____________

4. What kind of religion did the Egyptians have?
5. Name at least three Egyptian Gods
6. How many days did mummification last?
7. What do you know about Akhenaten? and why was he so important?
8. In which three scripts was Rosetta Stone written?
   1.  
   2.  
   3. 

9. Why is Rosetta Stone so important in history?
10. Who was the last Pharaoh of Egypt?
Compare your pre-assessment test and your post-assessment test and write down the impressions you have about your improvements you have made during this unit.

<table>
<thead>
<tr>
<th>I KNOW ABOUT:</th>
<th>A lot</th>
<th>Quite</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where Egypt is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The importance of Egypt in history</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The most important river</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The differences between Ancient Egypt families and the present families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egyptian Gods and Goddesses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some important pharaohs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The process of mummification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About the story of Rosetta Stone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 30: Leaflet

Materials: “Leaflet_guide.ppt”
Grouping: Peer work
Notes for the teacher:
- During the second week of the implementation of the unit, inform students that they will be doing in pairs a nice and structured leaflet about a topic related to what has been learnt in class.
- Use “Leaflet_guide.ppt” (Session 9 folder) in order to give students the right instructions to make their leaflet.
- This activity will be a 15% of the final mark (see Leaflet Rubric in Annex 2.5)

Guidelines for Leaflet guide power point

- **SLIDE 1:** Cover. Present the assignment to students. Tell them they will be doing a leaflet about a topic related to the unit and that it will be a 15% of their final mark. On the last session, they will be doing as well a short presentation about their leaflet (2 minutes maximum)
- **SLIDES 2, 3, 4, 5:** Show students different types of leaflets so that they can have an idea of what is expected from them.
- **SLIDE 6:** Students have 2 options, either they use the leaflet in order to make a summary of the unit or they choose one topic and they explain it (Option 1 or Option 2).
- **SLIDE 7:** Explain students what is expected from them if they chose option 1 and read the questions all together to make sure they understand them. These questions are only a guideline for them to follow, they are not compulsory.
- **SLIDE 8:** If they chose option 2, they can choose a topic from this list.
- **SLIDE 9:** Students can use anything they want in order to create their leaflet. Read slide 9 to give them some ideas.

ACTIVITY 31: Leaflet presentation

Materials: Oral presentation checklist
Grouping: Peer work
Notes for the teacher:
- On the last day, give each group of students 2 minutes to show their leaflet to the rest of the class and talk a little bit about what they have done.
- This activity will be a 10% of the final mark (see Leaflet Presentation Checklist in Annex 2.4)
ANNEXES
1. TEACHER’S MATERIALS
ACTIVITY 5: Find the Egyptian jobs

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) PRIEST</td>
<td>4) PHARAOH</td>
</tr>
<tr>
<td>2) SERVANT</td>
<td>5) SCRIBE</td>
</tr>
<tr>
<td>3) MERCHANT</td>
<td>6) SLAVE</td>
</tr>
<tr>
<td>7) SOLDIER</td>
<td>8) FARMER</td>
</tr>
</tbody>
</table>

a) The king of the Ancient Egypt. He was believed to be a god in Earth.

b) A person employed before printing was invented to make copies of documents.

c) A person, usually a man, who was trained to perform religious duties. He was responsible for pleasing the gods.

d) A person who fought in wars.

e) A person whose job was to buy and sell products in large amounts, especially by trading with other people.

f) A person who came from war and was employed for the daily tasks.

h) A person who took care of cows, sheep, pigs and chickens in a farm.
ACTIVITY 11: Egyptian fashion
ACTIVITY 12: Which Gods and Goddesses do you know?

Horus
Appearance: A man with a falcon head.
Horus was the god of the sky. He is probably most well-known as the protector of the ruler of Egypt. The Egyptians believed that the pharaoh was the “living Horus.”

Anubis
Appearance: Man with a jackal head.
Anubis was the god of embalming and the dead. Since jackals were often seen in cemeteries, the ancient Egyptians believed that Anubis watched over the dead.
Ra
Appearance: Man with falcon head and a sun disk on top.
Ra was the sun god. He was the most important god of the ancient Egyptians. The ancient Egyptians believed that Ra died every night and was born every morning.

Isis
Appearance: A woman with a throne in her head. Isis was a protective goddess. She used powerful magic spells to help people in need. Isis was the wife of Osiris and the mother of Horus.

Tawaret
Appearance: Head of a hippopotamus with the arms and legs of a lion, the back and tail of a crocodile, and the breasts and abdomen of a pregnant woman. Tawaret was the goddess who protected women during pregnancy and childbirth.

Osiris
Appearance: A mummified man wearing a white cone-like hat with feathers. Osiris was the god of the death and ruler of the underworld. Osiris was the father of...
A trip to the Ancient Egypt
### 1.4. SESSION 6 CUT-OUT
**ACTIVITY 17: Pyramids and mummies**

<table>
<thead>
<tr>
<th>What are the pyramids?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pyramids are the stone tombs of Egypt's kings - the Pharaohs and one of the world's greatest historical mysteries. They have stood for thousands of years, and they have many secrets: clues about what life (and death) was like in Ancient Egypt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why did the Ancient Egyptians build pyramids?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Egyptians believed that if the pharaoh's body was mummified after death the pharaoh would live forever. The tombs were designed to protect the buried Pharaoh's body and his treasures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where were they built?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the pyramids can be found on the western side of the Nile River, in the middle of the dry desert.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why did they build pyramids next to the Nile?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reason they built the pyramids next to the Nile River was so it would be easier to get the blocks to the pyramid. The stones could be bought nearer to the pyramid building site by boat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the name of the most famous pyramid?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Great Pyramid is the largest and most famous of the pyramids. It was built for the Pharaoh Khuf. It is over 140 metres high and took 20 years to build.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What guards the pyramids from dangers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sphinx protects all the pyramids in Giza. It has the body of a lion and the head of a pharaoh.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are mummies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mummy is the body of a person (or an animal) that has been preserved after death.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who were the mummies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were any Egyptian who could afford to pay for the expensive process of preserving their bodies for the afterlife.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was the name of the process the Egyptians used to preserve their bodies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was called mummification.</td>
</tr>
</tbody>
</table>
1.5. SESSION 7
ACTIVITY 15: Rosetta’s running dictation

1) What is the Rosetta Stone?
2) Why was it called the Rosetta Stone?
3) When was the Rosetta Stone made?
4) What does the Rosetta Stone say?
5) Who found the Rosetta Stone?
6) Who deciphered hieroglyphics?
1.6. SESSION 1: Pre-assessment test

PRE-ASSESSMENT TEST

I KNOW ABOUT:

1. Egypt is in _______________ (continent).

2. The main river in Egypt is __________________

3. The most important job in Egypt was ____________

4. What kind of religion did the Egyptians have?

5. Name at least three Egyptian Gods

6. How many days did mummification last?

7. What do you know about Akhenaten? and why was he so important?

8. In which three scripts was Rosetta Stone written?

1. 2. 3.

9. Why is Rosetta Stone so important in history?

10. Who was the last Pharaoh of Egypt?
1.7. SESSION 9: Post-assessment test

POST-ASSESSMENT TEST

I KNOW ABOUT:

1. Egypt is in _______________ (continent).
2. The main river in Egypt is ______________________
3. The most important job in Egypt was _____________
4. What kind of religion did the Egyptians have?
5. Name at least three Egyptian Gods
6. How many days did mummification last?
7. What do you know about Akhenaten? and why was he so important?
8. In which three scripts was Rosetta Stone written?
   1.  
   2.  
   3.  
9. Why is Rosetta Stone so important in history?
10. Who was the last Pharaoh of Egypt?
1.8. I KNOW ABOUT TEST

I know about test. Compare your pre-assessment test and your post-assessment test and write down the impressions you have about your improvements you have made during this unit.

<table>
<thead>
<tr>
<th>I KNOW ABOUT:</th>
<th>A lot</th>
<th>Quite</th>
<th>A little</th>
</tr>
</thead>
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<tr>
<td>Where Egypt is</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The process of mummification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hieroglyphics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why pyramids were built</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About the story of Rosetta Stone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. ASSESSMENT CRITERIA
2.1 CHECKLIST FOR STUDENT’S GROUP WORK: SELF-ASSESSMENT (SESSION 4) - 5%

<table>
<thead>
<tr>
<th></th>
<th>My name</th>
<th>Student 1 Name:</th>
<th>Student 2 Name:</th>
<th>Student 3 Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/she was ready to work with the group.</td>
<td>Yes</td>
<td>no</td>
<td>Yes</td>
<td>no</td>
</tr>
<tr>
<td>He/she finished my work on time and he/she did it well.</td>
<td>Yes</td>
<td>no</td>
<td>Yes</td>
<td>no</td>
</tr>
<tr>
<td>He/she was helpful to the group.</td>
<td>Yes</td>
<td>no</td>
<td>Yes</td>
<td>no</td>
</tr>
<tr>
<td>He/she encouraged others in my group.</td>
<td>Yes</td>
<td>no</td>
<td>Yes</td>
<td>no</td>
</tr>
<tr>
<td>He/she listened to other students' ideas.</td>
<td>Yes</td>
<td>no</td>
<td>Yes</td>
<td>no</td>
</tr>
</tbody>
</table>

Total mark: Total mark: Total mark: Total mark:

Key: Yes = 1 point  No = 0 points

2.2 CHECKLIST FOR STUDENT’S GROUP WORK: TEACHER’S ASSESSMENT (SESSION 5) - 5%

Name of the student:  
Date:  

When working in a group the student:  

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens quietly to the other group members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes comments and submits ideas that are on topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagrees with others opinions without getting angry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the group has a problem, the student takes part in the problem solving process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks questions when he/she doesn’t understand another group member.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total mark:

Key:  Always = 1 point  Sometimes = 0.5 points  Never = 0 points
2.3. PHARAOHS INTERNET ACTIVITY ASSESSMENT (SESSION 8) - 10%

This activity will be assessed as follows:

Each question well answered is 1 point of the mark.

For those students with adapted curriculum, each question well answered counts as 2 points of the mark.

Guidelines to follow in order to consider the question well answered:

1. All the information is in the answer.
2. The information has been acquired from the right source (text or webpage in question 10), not on wikipedia or other resources.
3. There are not many spelling or grammar mistakes.

2.4. ORAL PRESENTATION CHECKLIST (SESSION 9) - 10% final outcome

The oral presentation will be assessed following the checklist below:

| Student shows full understanding of the topic |  |
| Student has rephrased |  |
| Body language shows enthusiasm |  |
| Personal effort put into the presentation |  |
| The presentation is attractive for the rest of the students |  |

Total mark:

Key: 

✅ = 1 point  

✅ ✅ = 2 points
2.5 LEAFLET RUBRICS (SESSION 9) - 15% final outcome

The leaflet will be assessed following the rubrics below:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>All facts in Egypt's leaflet are accurate.</td>
<td>Most of the facts in Egypt's leaflet are accurate.</td>
<td>Many of the facts in Egypt's leaflet are accurate.</td>
<td>Fewer of the facts in Egypt's leaflet are accurate.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The leaflet has exceptionally attractive formatting with own drawings and many colors.</td>
<td>The leaflet has attractive formatting.</td>
<td>The format of the leaflet could be improved.</td>
<td>The leaflet is not attractive.</td>
</tr>
<tr>
<td>Organization</td>
<td>The information on the leaflet is very well structured.</td>
<td>The information on the leaflet is well structured.</td>
<td>The information on the leaflet need to be improved.</td>
<td>The leaflet's formatting and organization of material are confusing to the reader.</td>
</tr>
</tbody>
</table>

Total mark:

2.6 DOSSIER RUBRICS (SESSION 9) - 10% final outcome

The dossier will be assessed following the rubrics below:

<table>
<thead>
<tr>
<th>C</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>All facts in the dossier are accurate.</td>
<td>Most of the facts in the dossier are accurate.</td>
<td>Many of the facts in the dossier are accurate.</td>
<td>Few of the facts in the dossier are accurate.</td>
</tr>
<tr>
<td>Attractiveness &amp; Organization</td>
<td>The dossier has exceptionally attractive formatting and well-organized information, cover and index.</td>
<td>The dossier has attractive formatting and well-organized information, cover and index.</td>
<td>The dossier has well-organized information, cover or index missing.</td>
<td>The dossier's formatting and organization of material are confusing to the reader, cover and index missing.</td>
</tr>
<tr>
<td>Continuity</td>
<td>The dossier shows that the student has followed all the lessons and corrected all the tasks.</td>
<td>The student has followed most of the lessons and has corrected all the tasks.</td>
<td>Some worksheets are missing.</td>
<td>The student has not followed the activities and has not corrected them either.</td>
</tr>
</tbody>
</table>

Total mark:
2.7 PARTICIPATION ASSESSMENT

The active or peripheral participation of students in class will be written down by the teacher every day in the weekly lesson planner provided in Annex 2.9.

<table>
<thead>
<tr>
<th>Category</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Student has participated noticeably during the whole implementation of the Unit.</td>
<td>Student has had an active role during the implementation of the Unit.</td>
<td>Student has made some contributions during the implementation of the Unit.</td>
<td>Student has not participated in class during the implementation of the Unit.</td>
</tr>
</tbody>
</table>

2.8 I KNOW ABOUT TEST

After comparing the pre-assessment and post-assessment tests, students will reflect on what they have learnt during the implementation of this teaching unit and will fill in the “I know about” test in Annex 1.7.

**Key:**  
- **A lot** = 1 point  
- **Quite** = 0.5 points  
- **A little** = 0.25 points
<table>
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<td>Missing students:</td>
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